

AN EVALUATION OF THE WOMEN'S PHYSICAL EDUCATION
PROGRAM AT SILLIMAN UNIVERSITY,
DUMAGUETE CITY, PHILIPPINES

A Field Report
Presented to
the School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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June, 1970

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CHAPTER I

INTRODUCTION

The women's physical education program in private educational institutions of the Philippines is regulated by the Bureau of Private Schools. Silliman University is a United Church of Christ related liberal arts school and is required, as are all private schools in the Philippines, to follow the prescribed course of study outlined by the Bureau of Private Schools. There is opportunity within the framework of the curriculum guide for local variation and the physical education program for women at Silliman University has been adapted to fit its particular situation. The Bureau of Private Schools curriculum is outdated; it has not been changed since 1946 and the course of study at Silliman University likewise has had little variation in the years after World War II.

Rapid social change is taking place in the Philippines as it is in many other developing countries of Asia. This change is evidenced in the increased mobility from rural areas to urban areas and from one country to another. Although a part of Asia geographically, the Filipino people are a blend of Oriental and Occidental cultures. At the time the education program was organized in the Philippines, the school program were under the direction

of the Americans and the physical education program as organized by the Bureau of Private Schools was largely patterned after the American program. Ferrer, in discussing physical education in the Philippines states, "Physical education has been a poor imitation and conglomeration of foreign programs. For many years, there has been little or no attempt to correlate the physical education programs with the needs of Filipinos."¹ There was a need to evaluate the philosophy and program of the women's physical education program at Silliman University in relation to the demands of student life and of life after school years. Incorporating more of the Asian and Filipino heritage in rhythms, sports, and games into the curriculum would help students to appreciate the rich traditions of their own land and that of other Asian countries. Education is highly prized in the Philippines and the country expects its college graduates to be leaders in their communities. There is a need for people trained in the creative use of leisure time; consequently, this is considered a major contribution of physical education.

There was a need to appraise the physical education program at Silliman University in respect to the physical plant and equipment, professional training of the teachers

¹Adina Rigor Ferrer, "Procedures for Reconstructing the Course of Study in Physical Education for Elementary Schools in the Philippines," (Unpublished Doctor's Thesis, University of Iowa, Iowa City, 1956), p. 121.

and their teaching and work load. The number of teachers has not increased since 1960 even though the student enrollment has increased from sixteen hundred to twenty-six hundred. Opportunities for teachers to obtain advanced study have been very limited; none has a degree beyond the Bachelor's. The equipment at Silliman is, in some instances, outdated; there is a need to examine what is available that could be an asset in the physical education program. The background of older people in physical education in the Philippines has been very limited. The teaching faculty is called upon to inspire and inform as well as to interpret the value of physical education to other faculty members when the concept of physical education is very limited.

I. PROBLEM

Statement of the problem. It was the purpose of this study to (1) determine the needs of Filipino women students in the area of physical education; (2) examine the philosophy, practices, and status of the current physical education program for women at Silliman University in relationship to the objectives of the university; (3) examine the physical education curriculum of the Bureau of Private Schools; (4) evaluate the existing program by a valid measuring instrument; (5) gain ideas for new programs from other Philippine and Asian institutions; and (6) make recommendations for improvement of the program of physical

education for women at Silliman University.

Significance of the study. This was the first study of a comparative nature of the physical education program for women at Silliman University and it is the hope of the writer that it may be of particular value to the teaching faculty of the Department of Physical Education. It is hoped that the university administration will avail itself of the findings and become more cognizant of the role of physical education and its place in the total educational program. Possibly, the study could be of reference value to other institutions of similar philosophy and program. Physical educators contacted through correspondence and interviews expressed interest in further exchange of ideas. They also expressed a desire that there might be an active professional group of physical educators both at the provincial and national level.

Scope of the study. The study was concerned with the different phases of the basic required four semester physical education course for women at Silliman University. The present course of study, the relationship of the administration to the program, personnel, in-service education, teaching and work load, class size, credits for physical education, budget, facilities, equipment, guidance and counseling, health service and medical excuses, co-education activities, records, and philosophy were included

in the evaluation. There was no attempt to examine the women's intramural or interscholastic program.

II. DEFINITION OF TERMS USED

Basic Course. The term basic course refers to the two year course in physical education required by the Bureau of Private Schools.

Women. Women included freshmen and sophomore female students, age fourteen to twenty-five years.¹

Silliman University. The university is a four year church related liberal arts institution located in Dumaguete City, (123°E longitude; 90°N latitude) capital of Negros Oriental province, in the Central Visayas of the Philippines; the university is affiliated with the United Church of Christ in the Philippines.

Bureau of Private Schools. The Bureau is the Administrative agency coordinating all privately owned schools in the Philippines which approves the curriculum for each major program, regulates the requirements for every course, examines the record and passes on every graduating student

¹The Philippine public school has six years of elementary education and four years of secondary. Consequently, a few of the college freshmen who started school at an early age start college very young. Each year there is a small number of older students, twenty or thirty, who return to school after several years absence.

from the private schools.

III. REVIEW OF THE LITERATURE

Much has been written on the objectives and philosophy of physical education. The writer attempted to survey those publications that seemed most pertinent to the situation. Little has been written in regard to physical education in the Philippines and Southeast Asia and all that was available to the writer was carefully read.

Physical education for university women. Physical educators believe there continues to be educational value in physical education for women in the university. Students on the university level have largely attained their physical growth but, oftentimes, limitations of elementary and high school programs have hampered the development of physically well educated young people; students need guidance and direction in regard to their physical, social, and emotional needs; and in a university program students can further develop skills under capable direction. Shea in a study involving four hundred and sixty-two administrators of private, state, and municipal senior colleges found that all but fifty-seven of them considered physical education to be an integral part of the total educational program. The consensus of Shea's findings concerning desired outcomes of physical education as expressed by the administrators were as follows:

1. Health was ranked first. Emphasis was placed on the importance of maintaining fitness both during and after the school years.
2. Leisure time skills were considered second in importance. Both the achieving of physical skills and being able to maintain physical and mental relaxation along with relief from tension were noted as potential outcomes of a good physical education program.
3. Sports rated last in consideration. The school administrators expressed their ideas that because there was so much emphasis placed on sports in high school there was a need for a shift on the university level.
4. Social traits and values did not rank high. The findings of the study showed that there has been a progressive decline in the teaching of social values. The teaching of social values does not assure that college students will acquire them.¹

Reeves surveyed the general literature related to objectives in physical education and tabulated the frequency of desired outcomes as expressed by sixty-five authors. The specific objectives are listed with the accompanying frequency in parentheses: recreational skills (41), sociability (39), ethical character (38), mental health (27), fundamental skills (25), habit of participation (22), physical health (22), physical fitness (21), culture (20), physical power (20), and knowledge (19).²

¹Edward Shea, "Purposes of Physical Education in Higher Education," 64th Annual Proceedings, College Physical Education Association, (Washington, D.C.: Association of Health, Physical Education, 1961), pp. 58-59.

²Edgar Warren Reeves, "A Method for Evaluating a University Physical Education Program" (unpublished doctor's thesis, University of Southern California, Los Angeles, 1951), pp. 96-99.

In considering the objectives of physical education, it is imperative to reflect the needs of the students. College and University students have the maturity that makes them capable of articulating their needs. Reeves cited a study done by Pendergast in which five hundred women students were questioned as to the values of physical education. These values included developing coordination, keeping fit, correcting posture, learning sportsmanship, making friends, gaining grace and poise, increasing sports ability, and assisting them in learning to relax.¹

As noted in the literature, there seems to be assent among writers that orientation to physical education is necessary. The orientation program serves to (1) acquaint the student with the general objectives of physical education; (2) give him a clear understanding of routine details; (3) guide a student in following a plan of physical activity; and (4) point out resources and opportunities in recreation in the university. Long theorizes:

A physical education program can never be truly successful until it orients the individual college boy to the basic attitudes, knowledges, and practices which result in vital dynamic living each day, and

¹Helen Pendergast, An Appreciation of Physical Education (New York: Prentice Hall, Inc., 1941), p. 10, cited by Edgar Reeves in "A Method for Evaluating a University Physical Education Program" (unpublished doctor's thesis, University of Southern California, Los Angeles, 1951), pp. 109-110.

achieves social relationship with others and a feeling of kinship with his Creator.¹

This statement refers to the college man but it would also hold true for the college woman.

McBride points out that the faculty is very important in the orientation program and suggests that the best qualified faculty member lecture in mass lecture periods.² Moffet states, "Regard for the basic program will be highly correlated with regard for those who administer the program and the status in which the program is held by the college community."³

In planning a physical education program the educators should be alert to trends evolving higher education. Programs of ten or twenty years ago do not answer the needs of today's student. Increased mobility, earlier maturity, and greater independence, are just a few of the factors that indicate physical educators should consistently review and revise their programs. In recent years programs have been organized

¹James W. Long, "Are our Programs Well Oriented to the Jet Propelled Age?" 63rd Annual Proceedings, College Physical Education Association (Washington: American Association of Health, Physical Education, and Recreation, 1960), p. 95.

²Frank McBride, "A Developing University Program of Basic Instruction," 65th Annual Proceedings, College Physical Education Association (Washington: American Association of Health, Physical Education, and Recreation, 1962), p. 41.

³D. C. Moffett, "Orienting Students to Physical Education," 63rd Annual Proceedings, College Physical Education Association (Washington: American Association of Health, Physical Education, and Recreation, 1960), p. 90.

into two areas: (1) a core program that is required of all women and designed to meet their basic needs and (2) a series of elective offerings to meet specific needs and interests of individual students.¹ There is increasing interest in the area of co-educational activities. Elective offerings such as individual sports, dual sports, and rhythmic adapt well to a co-educational program. In considering development of programs it was necessary to consider available personnel, size of enrollment, space and equipment, time, and climate. In a program that includes electives, the student should be counseled in planning her program.

Hoff in developing a plan for a church related liberal arts school similar to Silliman University in matters of physical plant, teaching faculty, and objectives, combined the program to include both the core course and the electives. In the first semester of the required two year course, students were given a general orientation including one team sport, one individual, and one dual sport. This introductory course served to give all students experiences in the various types of activities as well as a good foundation in physical education. The remainder of the course, three semesters, was a combination of an individual activity, a team sport, and a recreational activity. A sample semester program in the

¹Charles Cowell and Helen Hazelton, Curriculum Designs in Physical Education (New Jersey: Prentice Hall, Inc., 1964), p. 309.

elective course might include basketball, badminton, camping and boating. A sports appreciation course was offered for older women and could be taken only with permission of the dean. Such a plan described by Hoff makes possible a varied offering of the curriculum with a minimum of personnel.¹

Physical education in a church related university.

The catalogue of Silliman University states its general purpose as follows:

Silliman University seeks to educate the whole person for effective living in a complex world by implanting in the students a sense of values which will encourage him to select and cherish the good from the past, assume responsibility for the present, and have faith in the future,

It continues in a later paragraph

. . . by heritage and choice, Silliman is a Christian university, dedicated to maintain and develop Christian principles and ideals . . . it hopes to provide the climate for attractive and meaningful Christian living.²

The educators who planned the Silliman program and outlined the objectives in its general education plan were aware of the contributions that physical education makes to the total program. Listed are selected objectives that specifically relate to physical education:

¹Joan Huff, "A Physical Education Program for Women at William Penn College," (Unpublished Master's thesis, Drake University, Des Moines, Iowa 1960), p.

²Office of the Registrar. General Catalogue, 1964-65, Silliman University (Dumaguete, Philippines: University Press, 1966), p. 4.

1. To aid students in attaining physical well-being, and in developing a love of wholesome play, good sportsmanship, and sound recreation.
2. To achieve a high degree of proficiency in whatever profession or occupation is entered upon as a life work, with acceptance of the highest code of ethics for that vocation.
3. To develop informed and responsible citizens who will use their knowledge for human welfare and who will participate actively in the solution of social, political and economic problems, in local, national, and international fields.

Davis, speaking at the College Physical Education Association meeting, suggested that there is a need for students in a protestant christian liberal arts college to understand the role of physical education in the abundant life." In a christian university there is the possibility of putting too much emphasis upon the spiritual at the sacrifice of the physical. Actually, the two phases of life should harmonize and complement the other, the development of the physical can be an effective vehicle for moral and physical growth.² This attitude stems from the Biblical teaching that the body is the temple of the soul and the temple must be kept acceptable and whole.

At the time the Spaniards colonized the Philippines in 1521, physical education was still in the dark ages. The early schools in the Philippines were started by the monks. Physical education had played no part in their education and

¹Ibid., p. 5.

²Jennings Davis Jr., "Physical Education in Christian Colleges," 59th Annual Proceedings, College Physical Education Association (Washington, D.C.: American Association of Health, Physical Education, and Recreation, 1956), p. 267.

so they included none in the schools they organized. During the middle ages, holidays afforded the people opportunity for enjoyment and pageantry.¹ Almost all the holidays were religious in nature and many of them centered around processions. Some sports accompanied the holiday festivals but often times the church ecclesiastics frowned upon these because they involved gambling and much quarreling. Likewise the church men sought to exclude dancing but dancing was an important part of the religious parade. It is recorded that, as late as the sixteenth century, sacred dances were performed in a church in Seville, Spain.² There is no record, though, of early Spanish priests using sacred dance in the churches they started in the Philippines. The medieval school curriculum, so largely devoted to theology and dialectics, began to change in the Middle Ages. As the humanists discovered the civilization of Greece and Rome, they were influenced by the important consideration given to the physical man in these societies. Vergerious, an early humanist, advocated that youth must participate in sports and games in preparation for military duties. Consequently, the values of physical exercise and hygiene were highlighted. The invention of the printing press and discussion of

¹Deabold Van Dalen, Elmer Mitchell and Bruce Bennett, A World History of Physical Education (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1959), p. 104.

²Ibid., p. 128.

gymnastics, sports, and other games in some of the publications tended to encourage wider acceptance and participation in these physical activities. Although this change was taking place in Europe, it did not receive wholesale adoption by the Spanish church fathers. The Spanish priests were concerned with the spiritual life of the people and did not introduce much of physical activity. They did instigate the religious processions and often times these were combined with the animistic rituals of the people.

The Reformation did not have much effect upon the Spaniards working in the Philippines. The study of religion which became the core of education in Reformation schools had always been the center of the Spanish educational program in the Philippines.

The effects of the Reformation attitude toward physical education were more strongly felt when the Protestant missionaries came to the Philippines the early nineteen hundreds. The early church workers, many of whom who traditionally followed the teachings of Calvin, Wesley, and the American Puritans, frowned upon the Roman Catholic churches using amusements associated with gambling for augmenting the church coffers. They also prohibited Sunday amusements among their parishioners.

In the Protestant Philippine church, there is a gap or lag in the thinking of the members in the relationship between religion and play. Traditionally in the Philippines,

much of the physical activity and recreation such as volleyball, cockfighting, and mahjong has been associated with gambling. Davis suggests that the possibility for closing the gap between the play spirit and the Christian spirit lies in the close relationship between the two. He continues, "Physical Education in Christian colleges must rise to meet the challenge of the moral and spiritual needs of our youth. Any such attempt will profit from the use of Biblical teaching in formulating the principles and establishing the practice for service in this area."¹

Wireman submitted that physical education must be an integrated approach. He stated:

We must strive to make participation in the physical education program a meaningful, physically stimulating, pedagogically sound, respected learning experience related to the totality of the student's development and not merely a set of routine physical exercises which have little² or no relationship to the remainder of the curriculum.

Physical education and the Filipino student. The Filipina woman is a blend of the various stages of the history of her country. A Filipina has written, "The Filipina is a woman with a past—a long, buried polychromatic,

¹Davis, op. cit., p. 268.

²Billy Wireman, "Role of History and Philosophy in Determining Future Directions in Physical Education," 65th Annual Proceedings (Washington: American Association of Health, Physical Education, and Recreation, 1962), p. 28.

delicious past which is forever returning to color her days."¹

There is little known about the Philippines before the arrival of the Spaniards in fifteen hundred twenty-one. Although physical education and sports in the modern sense were non-existent in the early Philippine life, there is a great deal in the remote past that gives an insight into life. Music, associated with dancing of a primitive pantomime occupied the life of the early Filipinos. They sang while planting and sowing; and they sang and danced during the sacrifices offered to their gods. Dancing was an integral part of both festivals and funerals.²

Chinese chroniclers before the arrival of the Spaniards wrote that the Filipina was modest, clean, and enjoyed an easy equality with men based on mutual respect. The Spanish historians commented upon the importance of bathing and swimming to the Filipinos. Many villages were built several hundred feet out in the water over the ocean or a lake or even a river. A large majority of the Filipinos lived at the ocean's edge. Padre Chirino, in the Relacion de las Islas Filipinas, wrote that from the time the Filipinos

¹ Carmen Guerrero Makpil, Woman Enough and Other Essays (Quezon City: Vibal Publishing Company, 1963), p. 7.

² Regino R. Ylanan and Carmen Wilson Ylanan, The History and Development of Physical Education and Sports in the Philippines (Manila: No publishing company listed, 1965), p. 200.

were born, they were brought up in the water. "Consequently," he summarized, "both men and women swim like fishes, even from childhood, and have no need of bridges to pass over rivers. They bathe themselves at all hours, for cleanliness and recreation" ¹

The men from Spain who observed Filipino children at play wrote that the little girls played sunka, siklot, sintak, pikò, luksong tinik, and a kind of hide and seek. Most of these games involved jumping, the use of sea shells, and were played in small areas of space. Boys often played with girls but they also had their own games in which the girls did not participate. The Filipinas were noted for their grace in performing their regional dances such as the pampango and the bagay and it was natural for them to learn the new dances introduced by the Spaniards, such as the fandango, lanceros, cachucha, carinosa, and curacha. ²

The position of the woman changed with the arrival of the Spanish explorers and the accompanying Roman Catholic priests. The young ladies were taught the ways of the Spanish motherland and transformed into the likeness of the Spanish woman. The girls were virtually locked away in girls' colleges, learned to pray the rosary, were instructed to cast

¹ Regino R. Ylanan and Carmen Wilson Ylanan, The History and Development of Physical Education and Sports in the Philippines (Manila: No publishing company listed, 1965), p. 204 citing Relacion de las Islas Filipinas.

² Ibid., p. 208.

their eyes down, to be pure, to hide their emotions, to sit on a pillow by a shuttered window and to look forward to the joys of the just in Heaven. Nakpil commented that the girls and women were barred by law from the only agreeable way to pass a Sunday afternoon, that of going to the cockfights.¹

Three hundred fifty years of this type of training had a profound effect on Filipina womanhood and in many of the rural areas and some of the smaller towns there still exists a strong "taboo" against any strenuous activity for girls and women. During Spanish times, virtue was shown in lady-like behaviour and this did not include participation in active games and sports.

The early schools of the Spanish for Filipinos did not include physical education or gymnastics, as did the Jesuit school for boys, the Ateneo Municipal de Manila. In 1892, Superior Normal School for Women Teachers was established. One of the subjects listed in the curriculum was "room gymnastics" and provision was made for the appointment of one instructress of room gymnastics. Although it was prescribed, it is not known whether the course was actually offered, and if so, which activities were included.² In 1898, at the time of the Spanish-American War, a Revolutionary government was

¹Carmen Guerrero Nakpil, Woman Enough and Other Essays (Quezon City: Vibal Publishing Company, 1963), p. 10.

²Ylanan and Wilson, op. cit., p. 207.

established in the Philippines. General Emilio Aguinaldo, the President, issued several decrees. One of these prescribed an official primary school curriculum in which physical education was one of the required subjects.¹ The Revolutionary government was deposed following the American victory, and American rule was established in the islands.

The changes that took place when the Americans first arrived in the Philippines were rapid and sweeping. The Filipinas eagerly responded to opportunities to be trained in the various professions. Accompanying this shift in the early twentieth century were new interests. Nakpil describes some of these,

They began to play tennis at athletic clubs (though still garbed in 'sayas' and stiff 'camisas' and still addicted to squealing and fainting), to take calisthenics, and riding lessons. They developed into assiduous club-women, sponsoring lectures, organizing charities, indulging in volunteer social work Next, the Filipina women cut their hair, and shyly, at first, adopted the western dress. In spite of raised eyebrows of the Roman Catholic clubs, they joined bathing beauty contests, danced cheek to cheek . . .!²

A large group of teachers from the United States arrived on the transport ship Thomas and they came to be known as the Thomasites. Many of this group had been college athletes and so it was only natural they should introduce games and physical exercise into the public schools to which they were assigned. Basketball was first taught as a game

¹ Ibid., p. 4.

² Nakpil, op. cit., pp. 11-12.

for girls in the public schools in 1910. This was soon followed by indoor baseball, tennis, and volleyball.¹

A story about a basketball team for girls gives an idea of physical activities in the early nineteen hundreds, as related by one of the early American teachers,

When I took up the work in the Provincial School of Zambales, in 1910, I found twelve girls, in this school, from whom there were almost daily complaints and excuses from absences caused by headaches and other slight ailments. None of these girls took any part in outdoor sports nor exercised in any manner other than the short walk between the school and their respective homes. At the beginning of the second semester we organized our first girls' basketball team . . . the girls took a great interest in the game . . . the headache excuses became fewer . . . in a class of more than forty, the girls of this team are the healthiest in school; their grades are higher both in industrial and academic subjects, while all our tests requiring self-control, skill or ability, they greatly out-class the non-athletic girls.²

The inclusion of physical education in some of the schools of the American teachers, coupled with enthusiasm for physical education among Filipino students who had studied abroad, contributed to a desire for its inclusion in the required school curricula. In 1920, physical education was made a required subject in all the public schools in which American teachers were assigned. Physical education was started in the fourth grade and included in all grades above that and a rating of 75 per cent was

¹Ylanan and Wilson, op. cit., p. 5.

²Geronima T. Pecson and Maria Racelis, Tales of the American Teachers in the Philippines (Philippines: Carmel and Bauermann, 1959), p. 191.

required for promotion. In the school year 1937-38, physical education was placed on the same level as other academic subjects in the curricula.¹

Williams observed shortly before World War II,

The Filipino people are much interested in self-government and independence, they talk about little else, but in physical education they are unable to discover the available materials that are present in their tribal and folk ways, their native sources in dances and games are particularly rich and suitable for the children of the islands but instead of any of the festival dances of the Bontocs in the school, an observer will notice these barefoot children of the islands going through the movements of a Russian dance without the equipment that belongs to a dance in the north temperate zone where leather boots are worn . . . again a failure to evaluate native sources.²

The Philippines became an independent country in 1946.

In 1950, secondary schools were required to include three periods of physical education and two periods of health education per week for girls. The elementary schools were theoretically offering physical education for 5 twenty minute periods each week. Unfortunately, the time allotted for physical education was often used for cleaning the school yard, rehearsing programs, or extended classroom instruction. In almost all schools, physical education, if any, was taught by classroom teachers. Students enrolling

¹Ylanan and Wilson, op. cit., p. 7.

²Jess F. Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders, 1964), p. 156.

in physical education in college for the most part had a very limited background of experience.

Currently, the Department of Education, through its Division of Physical Education, prepares the physical education curricula for all institutions of higher learning, both private and public. The requirements include two one hour periods per week to be devoted to physical education for four semesters of college life. The requirements are followed by all private institutions to the best of their ability, depending upon their facilities, equipment, and teaching staff. A great number of colleges occupy rented urban buildings and are, therefore, not provided with the necessary facilities for the conduct of diversified physical education programs. In these colleges, physical education activities take place in classrooms, corridors, streets, or public plazas. Some colleges schedule two successive hours early or late in the day or on Saturday. Most of these classes are limited to marching, free hand exercises and group games.¹

Much physical education still follows early patterns which teachers learned from their mentors. Since independence, there has been a growing consciousness of the place of the Filipino culture in the total educational pattern. There is increasing emphasis on the dances of the

¹Ylanan and Wilson, op. cit., p. 18.

lowland people and a growing interest in the dances of the aboriginal peoples of the mountains. The physical education program still fails to include many indigenous games that could be used. There is a tendency to resort to games from American sources. These are found in many books and most teachers are not aware that books are available on Philippine recreatinnal games. The investigator has observed that indigenous games are adapted to the climate, are inclusive in nature, require little expensive equipment, can be played by a wide age range of children, and do not place as much emphasis on winning as do most foreign games. The positive qualities of these games should strengthen their place in the physical education curricula.

Ylanan and Wilson write that there is an increasing awareness of the importance of physical education in the school program. The current stress is on the development of good individual athletes who can represent the country well in international competition. There is a great desire to duplicate the feats of outstanding Filipino athletes who won honors for themselves and their country in the Far Eastern and Olympic games during the American period which is sometimes called the "Golden Age" of sports in the Philippines.¹

President Ferdinand E. Marcos of the Philippines,

¹Ylan and Wilson, op. cit., p. 3.

emphasized the importance of athletics as he stated, "It is the essence of sports that the individual must be rigorously and relentlessly tested not only so he might survive the stern demands of the game but also that by the refinement of his skill he might contribute to making the game a pleasant and rewarding spectacle. This is society in microcosm."¹

Antonio de las Alas, president of the Philippine Amateur Athletic Federation, states, "Sports consciousness will require everybody to take part in some form or in some way in sports or in the promotion of better health. Everybody should participate in sport, walking, or calisthenics or some form of exercise."²

With the increased emphasis on the importance of recreation in life, the honor accorded good athletes, and the popularity and availability of recreation equipment, there is a great need for well-trained, intelligent, and visionary physical educators.

The observer has noted there is as yet little interest in outdoor or nature-related physical activities. Unfortunately, most Filipina students do not know how to swim, and they are not learning this in their physical

¹Ferdinand Marcos, "Sports and National Discipline", The Filipino Athlete, Vol. XX, March-April, 1967, PAAF, Manila, p. 4.

²Antonio de las Alas, "Wanted-More Sport Consciousness," The Filipino Athlete, Vol. XIX, March-April, 1966, p. 45.

education. Historically, there has not been much hiking, mountain climbing, camping, or other outdoor activities. Because the Philippines is a mountainous, island country there are many opportunities for these activities. Inclusion of these would strengthen the physical education program and help in developing an appreciation for the beautiful Philippine country.

The present day Filipina student. Contrary to the past, the Filipina women today occupy an important place in the total society, a role which Ferrer suggested is unequalled in other Oriental countries.¹

From a very young age, girls are taught to be aware of their place in society. Until five or six years of age, boys and girls are treated alike. After girls reach that age, they are encouraged to play around the house and store, but not to venture out. Girls who would rather play boys' games like shooting sling shots, playing war with bamboo pellet guns, and flying kites are called binalaki (tomboyish). After five or six, girls are expected to act in feminine manner, sit like ladies and talk or laugh softly.² "Neighboring" is discouraged in girls because of the possibility that the habit

¹Adina Rigor Ferrer, "Procedures for Reconstructing the Course of Study in Physical Education for Elementary Schools in the Philippines." (Unpublished Doctor's thesis, University of Iowa, Iowa City, 1956), p. 34.

²George M. Guthrie and Pepita Jimenez, Child Rearing and Personality Development in the Philippines (University Park; Pennsylvania State University Press, 1966), p. 139.

might persist to a point where they would prefer visiting and gossiping to doing their household chores.

Children's play is usually supervised by older siblings. Parents will, if time allows, join in games but do not attempt to influence play, except within the limits of safety. Parents will assist in securing play materials for a play store or play house. Children in the Philippines have little opportunity for "aloneness" because of the usual number of brothers and sisters, aunts and uncles, cousins and grandparents as well as parents who live in the same house and nearby. Rugged individualism is not particularly esteemed but rather there is a feeling of mutual dependence within the larger family. Children expect support and companionship from their families and from babyhood learn to show proper respect for elders. The environment does not encourage branching out. The writer has observed that students in physical activities will often help competitors rather than compete to win.

Ferrer implies that womanly qualities are desired and stressed, but that women are accepted as equals with men in business and professions.¹ The femininity of the woman is very obvious and the casual Western observer is misled into assuming they are very docile and submissive. The emphasis on femininity has had an effect on attitudes toward activity

¹Ferrer, loc. cit.

but, since research has proven that women are not masculinized by strenuous physical activity, there has been more interest in active sports and games.

Many of the desirable qualities of Filipino women can be effectively corporated in physical education. The concern for each other, the hospitality and generosity, the joys found in singing and dancing, the traditional desire for cleanliness and love for being with people can all be maintained and enhanced through physical education. If, properly emphasized, these qualities can serve to make physical education more desirable for women.

Due to geographical location, tradition, and interests, the qualities of the Filipina student are somewhat different than those found in most other countries. Some of these characteristics are: (1) a willingness to conform to group standards as opposed to individualism; (2) a great respect for authority and tradition of the parents and larger family; (3) slowness in movement; and (4) a low degree of skill that results from insufficient effort. These factors were kept in mind in planning the physical education program in an attempt to "cash in" on the courteousness and hospitality, the respect for authority, and desire to be a contributing member of a group. "Students are sometimes hesitant about trying new things, for fear they will display awkwardness or lack of skill in front of their peers," comments Zamora, "Many of the girls are shy and fail to let the teachers

discover their problems."¹ Because of the willingness to conform, there is not a strong feeling or desire to volunteer for leadership in an activity; there is more a feeling of being kind to your opponent rather than competing against her; and there is not a great amount of admiration for the athletically gifted student. Zamora feels it is important to "offer a program which will aid in development of qualities such as courtesy, sympathy, truthfulness, fairness, honesty, respect for authority, and a desire to abide by the rules."²

According to del Carmen, "Automation has left the modern woman with many free hours which are for leisure. Rather than being a spectator, women and girls are needed to voluntarily participate in recreation. The recreation program should be organized in the community"³ Filipino students are affected by automation, but the effect is limited to the cities. Rural life goes on in the Philippines much as it has for centuries. Though many of the Silliman University students come from rural areas, they will live in the cities following their school days. Many of these college graduates will not

¹Jazmin J. Zamora, "A Suggested Girl's Physical Education Program for the Mapa High School in Manila, Philippines," (Unpublished Master's thesis, Los Angeles State College, Los Angeles, 1961), p. 78.

²Ibid., p. 79.

³Aurora del Carmen, "Recreation for Filipino Women and Girl," First Asian Physical Education, Health, and Recreation Congress Proceedings (Manila, 1954), p. 23.

be employed. The combination of a proportionately large number of college graduates and the results of cybernation has resulted in a grave unemployment problem among college trained youth. Physical education, says Ferrer, should be aimed at creatively filling the great amount of leisure time. Because of enemployment, there is a lack of excitement and insufficient number of activities to fill the day. An unknown writer suggests, "For every barrio (village) there should be a park and recreation center. People prefer to spend their hours in cockpits, gambling dens, billiard halls, barber shops, (beauty parlors-writer's addition) or in front of stores where they spend their time gossiping."¹ There is a great need for wholesome recreation that is good for the body and soul. Training in wise use of leisure time and development of recreational skills should be primary concern to the physical education instructor.²

According to Pascaran, Filipino life historically has been characterized by ease and avoidance of strenuous life, but in recent years there has been a noticeable increase in interest in physical education and its benefits. Mass media, such as radio, television, and movies, have influenced the women. There is a current trend in popular magazines to picture women in sports clothes dressed for golf, tennis,

¹ Author unknown, "Comments," The Filipino Athlete, (Vol. XII, No. 1), p. 12.

² Ferrer, op. cit., p. 37.

and aquatics. This indicates there is a growing awareness of the need for recreation and the place of it in a woman's life. In past years there has been a tendency for married women not to be concerned very much about her physical appearance but now there is interest in physical fitness and body conditioning.

Athletic contests in both private and public schools are followed with great interest. There is a noticeable change in approval for girls participating in interschool athletics. There is an increasing large number of amateur basketball and volleyball teams. Successes of recent Asian Games and Olympic Games athletes have been proudly acclaimed in the press and the public is applying pressure for more emphasis on athletics so the Philippines can make a better showing in future international events. Unfortunately, much of the exchange between Asian countries in sports and games and rising interest in sipa, arnis, judo, and karate has been limited to formal competition rather than sharing of games of their country's heritage. Interest in learning of each other's dances has been shown; there has been exchange of dance groups.

There has been little opportunity for faculty exchange among Asian countries. Students who have studied abroad have almost exclusively studied in universities in the United States and have come back to the Philippines with American standards and ideals. Studies in other Asian countries and

more faculty interchange would contribute much to the growth of physical education.

IV. PROCEDURES

Measuring criteria. While reviewing the literature, the writer examined several tools for evaluating a physical education program. The LaPorte High School score card which has been so widely used for measuring high school programs in the United States was originally considered because of the age of the students at Silliman University is similar to that of high school girls in the United States. A thorough examination of the card showed that the time allotment for physical education and the philosophy and objectives of high school and that of Silliman University were quite different and the rating card would not be very applicable.

The Pemberton study surveyed physical education teaching personnel, facilities, equipment, and program in six colleges in the Southwest Conference in the United States. Although the economic situation, facilities and equipment, and physical education background of the students were comparable; the check list used in the survey was not chosen because its validity is not recognized.

The instrument chosen for evaluating the Silliman University physical education program was that which has been developed by the College Physical Education Association and published in Physical Education for College Men and Women.

This measuring instrument is the result of many years of study by leaders in the field of college physical education for men and women. It is broad in the areas covered but yet specific enough to assist in analyzing the current program at Silliman University. It evaluates the administration, philosophy, objectives, and curriculum.

The results of the measuring criteria are in Chapter II of this research study; the measuring instrument is included in the appendix. The results of the evaluation are discussed and compared with the requirements of the prescribed curriculum of the Bureau of Private Schools.

Physical education in selected Asian colleges and universities. Five institutions associated with Silliman University under the United Board of Christian Higher Education were chosen so that program ideas might be secured from Asian physical educators. The writer has visited the three institutions and was able to become acquainted with faculty members. The correspondence was directed through these faculty members. The schools included were Japanese International Christian University, Tokyo, Japan; Tunghai University, Taichung, Taiwan; Chung Chi College, Kowloon, Hong Kong; Satya Watjana Christian University, Djakarta, Indonesia; and Yonsei University, Seoul, Korea. Completed questionnaires were received from physical educators from all institutions except Satya Watjana.

The findings of the interviews with the Philippine physical educators and the correspondence with the Asian teachers are discussed in Chapter III. The information is analyzed and that which is usable is kept for consideration in the Silliman University program. Through the interviews, correspondence, and personal observation, the investigator was able to picture the present program and the trends taking place in Philippine and Asian physical education.

The investigator also attended the Fifth Asian Physical Education Congress held in Bangkok, Thailand; this conference provided opportunity for learning more about the physical education programs of various Asian countries.

The final chapter contains the conclusions and recommendations for further research. Suggestions for change in the physical education program for Silliman University women are based on the evaluation and the ideas received through the correspondence and interviews with the other colleges and institutions. The Chapter concludes with a brief summary outlining the procedures and the findings.

The appendix includes a copy of the measuring criteria, a copy of the program of physical education for college women prepared by the Bureau of Private Schools of the Philippines, and the current physical education program for women at Silliman University.

Physical Education in seven Philippine colleges and universities. The investigator used structured interviews

and questionnaires to gain information from physical educators in selected institutions. These included (1) University of the Philippines, a leading state university; (2) Philippine Women's University, a leader in promoting the Filipino dances; (3) Far Eastern University, a school with fine competitive teams; (4) Philippine Christian Colleges, a school that is affiliated with the same church group and is closely allied in philosophy; (5) Central Philippine University, a school that is also church related and with whom Silliman University has close relations and yearly athletic competition; (6) Foundation College, a secular school located in Dugaguete City; and (7) St. Paul's College, a Roman Catholic school in the same city.

CHAPTER II

EVALUATION USING MEASURING CRITERIA

This chapter evaluates the Silliman University physical education program for women using the measuring instrument developed by the National College Physical Education Association for Men and the National Association for Physical Education for College Women. This checklist grew out of recommendations made by these associations at the 1954 Washington conference on physical education, and revised by the Workshop on Physical Education for College Men and Women held in 1958.¹ The criteria were designed to be used in program appraisal by administrators and by teachers of physical education in institutions of higher education.

The criteria were grouped into four sections as follows: (1) philosophy and objectives; (2) administration; (3) program; and (4) evaluation. No objective standards or ratings were given for the different sections but individual areas were rated as either completely met, met to a good degree, met to a moderate degree, very little, or not at all. The list of criteria is found in the appendix.

¹AAHPER, CPEA, NAPECW, Physical Education for College Men and Women, Report of the 1954 Conference and revised to include the 1958 proceedings of the College Physical Education Association (Washington, D.C.: 1959), p. 3.

The department of physical education of Silliman University has formulated in writing the major objectives of the instructional program. These objectives were compatible with the over-all educational philosophy of the department and the institution. The university placed emphasis on high educational standards and development of Christian character. Similarly, listed high among the objectives of the physical education department was that of assisting the student in meeting the demands of living in a democracy and interdependent world.

The measuring instrument suggested that the major objectives for physical education should be effective movement, skill in specific activities, physiological function, human relations, knowledge, insight, and understanding. The physical education faculty at Silliman University considered skill in specific activities of primary importance and rated the other objectives in order of emphasis as follows: human relations, physiological function of the body, effective movement, and increased knowledge and understanding.

II. ADMINISTRATION

The physical education program at Silliman University was rated quite high in joint administrator and teacher planning. Students were not consulted in the development of the program. This reflected the Filipino culture, major

decisions are made by the elders and are not questioned by young people.

The observer noted that the administrator gave equal consideration to both the men's and women's basic physical education programs as well as to participation of both men and women in the basic instructional program, the intramural program, and intercollegiate athletics.

The physical education program was financially supported by the university. Credits and grade points were granted on the same basis as in other courses.

The department did not accept participation in the Reserve Officers Training Corps (ROTC) or extra curricular activities as a substitute for physical education. Students were allowed to substitute any intercollegiate sport for physical education for as many semesters as they wished. There were no seasonal sports programs at Silliman University, so women's volleyball, for example, could be substituted for physical education for an entire school year. Students were required to enroll in physical education for only two years rather than four as suggested in the criteria. Exemption from physical education for medical reasons was granted by the university student health director without consultation with the physical education staff.

It was found that for some activities there was insufficient quantity and inferior quality equipment. Budget limitations curtailed the type of equipment available and also the course offerings.

There was a real attempt by the teachers to acquaint themselves with the students, their home backgrounds, and purposes in attending the university. The large number of students in the classes, thirty to seventy-five, made it difficult for teachers to offer individual counseling but at times students did discuss their personal problems with teachers. There was also a university guidance counselor and referrals were made to her.

All records were kept by the university registrar, including teachers' evaluations of students at the end of each semester. There had been no attempt to record and compare student accomplishment from one year to the next.

No organized research program was conducted in the department of physical education. At the time of this evaluation, full-time teachers had a heavy teaching load (14-15 units) with no time allotted for research. There was also a lack of in-service training and virtually nothing was being done to stimulate professional growth. Professional magazines and books were available in the library but these were not adequately used.

III. PROGRAM

The program provided instruction for all students at Silliman University. The requirements were the same for all students and there was minimal opportunity to adapt the activities to meet individual students' needs. There were no classes for adaptive physical education. Students

with medical exemptions attended regular classes and participated in those activities which their physical condition permitted. In a few cases, students were given special assignments; e.g., one older married student was assigned to study and record the playways of a Filipino minority group with whom she had lived for several years.

The physical education program began with orientation, consisting of a medical examination and lectures at the beginning of the first and third semesters. Emphasis was placed upon the policies of the department but did not emphasize purposes and opportunities in physical education.

There were no co-educational physical education activities at the time of the evaluation. In a previous year there had been a short (three-week) co-educational folk dance class and the students and faculty felt it had been a successful experiment.

There was little opportunity for students to develop personal resources or to express themselves creatively in the prescribed curriculum. The nature of the curriculum was rather stereotyped.

There was minimal emphasis on the value of efficient body movement and creative physical activity outside the classroom. Filipinos by nature seem not to be tense persons and there was less need to emphasize the value of rest and relaxation than the need for increased activity.

Throughout the basic physical education program, students were informed about the intramural program and

encouraged to participate in it. Stress was also placed on the intercollegiate sports programs in which the university participated. Teachers often discussed the events, the participants, and results of intercollegiate meets to counter student apathy toward the program. In some instances, students were required to attend intercollegiate sports events related to their class activities. Students were encouraged to participate in recitals and concerts, debates, lecture programs, walkathons, guest-artist programs, folk dance contests, and other campus events.

Teaching methods provided for progressive learning experiences but placed little emphasis upon the students' satisfaction in achievement.

Although recreational facilities in the community were limited, the program did make use of the provincial swimming pool and the public beach. The activities in the curriculum were adjusted to the rainy and very hot seasons. Little was done to include Filipino sports and games. The hot, humid climate generally slowed the pace of all activities in comparison to areas with temperate climates.

IV. EVALUATION

The philosophy and objectives of the department were not systematically reviewed each year. There were informal discussions and evaluations of the program each year and minor changes were made. The Silliman University curriculum was up-dated three years prior to this evaluation.

Skills, knowledge, habits, and attitudes were included in the final rating given each student, but no real attempt was made to evaluate the entire program in the light of these four aspects. Teachers cooperatively planned the evaluation techniques so there was similarity in methods of grading and evaluation. Students were evaluated during and at the termination of courses but not at the beginning. Skill testing was limited. Knowledge tests and observation of students by the teachers were the primary bases of evaluation.

There was minimal effort to pre-test individuals students to determine abilities and skills when they first enrolled in physical education. Students came with a wide variety of backgrounds in physical education; some had obviously received no instruction of any kind, some only a haphazard program, and a few came from a rather fine instructional program. Students were not grouped according to their skills, abilities or previous training.

No formal effort had been made to determine strengths and weaknesses of the Silliman University program in meeting the needs of students during their last two years of college. Likewise, there had been no post course evaluation done by the alumnae. Teachers had made some attempts in personal conversations to determine the general usefulness of the physical education program and its carry over values.

Grades and achievements of students were used by teachers to view the effectiveness of their teaching. Both objective and subjective measurements were used in evaluating students. Large classes limited the type of evaluation that could be used. There was no team teaching so evaluation of student accomplishments was limited to the faculty member who taught the course.

V. SUMMARY

In a self-evaluation, the Silliman University department of physical education rated high in the area of philosophy and objectives. There was major agreement between the university administration and the physical education as to the role of physical education in the total educational program. The program ranked fairly high in administration. A low rating was given to the areas of professional growth, facilities and equipment. The observer noted that the basic program was strong except in individual creative expressions and in counseling. Evaluation was ranked the lowest of the four sections. The pressure of large classes, heavy teaching loads, and lack of up-dated teaching methods were largely responsible for inadequate evaluation of student performance and of the ineffectiveness of teaching methods. The measuring criteria and the ratings given by the observer can be found in the appendix.

CHAPTER III

FINDINGS OF THE QUESTIONNAIRE

This chapter compiles and analyzes information received from questionnaires sent to physical educators of the five Asian colleges and universities that are affiliated with Silliman University under the United Board for Christian Higher Education in Asia, and those sent to faculty members of the seven Philippine institutions. Completed questionnaires were received from three of the five institutions outside the Philippines and from five of the seven Philippine colleges and universities. Structured interviews were held with the teachers of four of the Philippine schools; information gained from these is also included in this chapter.

I. FINDINGS IN ASIAN INSTITUTIONS

Physical education was taught in all schools. Tunghai University in Taiwan required biweekly periods of fifty minutes each for four years. Japanese International Christian University (JICU) required physical education classes seventy minutes once each week for two years. Chung Chi College in Hong Kong offered elective courses during two class meetings each week for fifty minute periods only during the freshman year.

JICU was the only university where physical education classes were granted the same amount of credit as other academic courses in physical education. Chung Chi College students received no credit while Tunghai University students received two hours of credit per semester, an amount less than the credit received in academic courses.

In all institutions, physical education classes were taught by both men and women, but most of the teaching was done by women. All teachers of physical education had received professional preparation for teaching. The questionnaire was not specific as to amount of professional preparation but the catalogues of these institutions showed that the teachers held baccalaureate degrees in physical education.

Coeducational activities were included in all the institutions.

The program for both Tunghai University and JICU included a specific program of counseling and guidance. Chung Chi College did not include counseling in its program.

Evaluation and grading of students in these three schools included all of the phases of physical education listed in the questionnaires: physical skills, knowledge of activities, attitudes, habits, degree of improvement, attendance and sportsmanship.

At Chung Chi College, students with medical exemptions due to physical disabilities were assigned to check rolls and to other routine classroom duties. At Tunghai

University, students did the same but sometimes were also assigned to related projects. At JICU, such students were assigned to related activities and also to special classes where adaptive physical education instruction was given.

All courses taken in the physical education program at Chung Chi College were elective. At JICU and Tunghai University, all students took uniform basic courses the first year and the second year courses were elective. At JICU, students were required to choose electives from several areas, including rhythms, team sports, individual and dual sports, and aquatics.

Most program offerings in the three institutions were in team sports and rhythms. All three offered softball, volleyball, and basketball, two offered soccer, and one fieldball. National folk dances and folk dances from Europe and the United States were taught in all institutions. None of the schools offered specific courses in Asian folk dances, ballet, or tap dancing.

JICU was the only school which included hiking, camping, mountain climbing, boating, or other outdoor activities. Chung Chi College was the only school which had facilities for swimming and which included aquatics in its program.

All individual and dual sports at JICU were co-educational, and co-education classes were offered in creative dance and folk dance. The folk dances at Tunghai

were co-educational. Modern social dancing at Chung Chi College was co-educational.

Body conditioning and figure control were emphasized in all institutions. Athletics and gymnastics were included by both Chung Chi College and Tunghai University. At Tunghai University, students received orientation through an introduction to physical education course. Japanese International Christian University offered games and crafts and trampoline. Chung Chi College included shadow boxing in its curriculum.

It should be noted that all of these institutions were founded by American missionary educators, and curricula were originally patterned after modified American educational systems. All were founded since World War II and are high quality institutions. All of them met the local educational standards required by their particular countries. Physical education in all the institutions was taught by nationals.

There was a wide variety of course offerings among the three schools. Limited facilities and insufficient equipment accounted for the inability of each school to offer a completely rounded program.

Most of the curricula resembled those found in small United States colleges and universities and did not include much from the Asian heritage. National folk dances were perpetuated but there seemed to be little emphasis on Asian sports except for judo. JICU offered mountain climbing reflecting the love of Japanese for adventure and the

beauties of nature. The observer visited all of the institutions discussed, and in conversation with the teachers in these and other Asian institutions recognized the fact that there was very little traditional emphasis on sports and games for women in Asia in years past. Asian girls and women in the past had not participated in highly organized active sports. Thus, it is understandable that curricula for women in these selected Asian colleges and universities today include primarily sports and games from Europe and the United States.

II. FINDINGS IN PHILIPPINE INSTITUTIONS

Physical education was required by law in all Philippine institutions of higher learning. The regulations stipulated that each student should take physical education for the equivalent of two fifty minute periods per week for two years. Most of the institutions surveyed had fifty to sixty minute periods, although the University of the Philippines had only forty minute periods. Foundation College held double length periods on Saturday afternoons.

In all Philippine institutions studied, credits and grade points are granted on the same basis as for academic subjects. One unit of credit is given for physical education, the normal amount of credit for a similar amount of time spent in an academic laboratory type class.

All regular teachers had professional training. In some instances, personnel with a specific skill who had no professional training were used for special periods. The Bureau of Private Schools required schools to use professionally qualified instructors.

Only the University of the Philippines (U.P.) and Far Eastern University (F.E.U.) regularly offered co-educational classes. Central Philippine University (C.P.U.) offered a co-educational class in recreation games. All of these universities are located in larger cosmopolitan cities. Schools located in more rural surroundings did not include co-educational activities; this is indicative of the social pressures in smaller communities to retain traditional educational and cultural patterns.

Only U.P. included counseling in its physical education curriculum. F.E.U. had a general counseling system to which students were referred. C.P.U., Foundation College, and St. Paul's College programs did not include counseling for physical education students.

Evaluation at U.P. was based on attendance, posture, attention and spirit, improvement, and achievements. A point system was used for swimming with a minimum total for passing each swimming course. At F.E.U., grading is based on knowledge, skills, attitude, leadership, cooperation, and social skills. Evaluation at the other three institutions was based on skill, improvement, habits, attendance, and sportsmanship.

Some of the institutions were hampered by lack of indoor facilities and gymnasias and during the rainy season their programs had to be adjusted to the weather. F.E.U. (about 40,000 student enrollment) held some physical education classes in academic classrooms. This university, because of the large number of students, offered swimming only for physical education majors and nursing students. The University of the Philippines has fine facilities for swimming and placed great emphasis on this sport.

F.E.U. offered recreational activities and parlor games adapted for physically handicapped students. At the U.P., handicapped students were assigned to special class in which adaptive physical education was taught. At C.P.U., St. Paul College, and Foundation College these students were assigned to routine class duties and sometimes were given related assignments or projects.

The entire program was composed of elective courses at F.E.U. At U.P., all students took the same basic course and then chose from among electives the following terms. At both C.P.U. and F.E.U., the students majoring in elementary education were grouped together and were given a program especially suited to teaching elementary physical education. At present, there is no major course in elementary physical education offered in the Philippines so the classroom teachers must teach their own physical education. Foundation College, C.P.U., and St. Paul's College offered no elective courses in physical education.

Historically, the emphasis in physical education in the Philippines has been placed on marching, calisthenics, free hand exercises, and folk dancing. This was still the basis for curricula in all the institutions surveyed except the University of the Philippines, where emphasis was placed on personal and community hygiene and swimming. Hygiene is included in the curricula of the other colleges and universities but on a limited scale.

All the institutions except U.P. taught body mechanics, volleyball, Filipino folk dancing. Due to large class sizes, most schools were not able to offer individual and dual sports. Softball was taught at all schools except F.E.U. This latter school was the only one which included gymnastics with apparatus.

Judo was taught at U.P. At F.E.U., arnis (Philippine fencing) was taught. Both of these activities were related to self defense and were practical for young women living in a cosmopolitan society where crime rates were high. Judo and arnis were both offered in co-educational classes. Other co-educational classes in these two schools included social recreation, Philippine and foreign folk dances and some individual and dual sports.

There was more diversity in the basic physical education programs in the Philippine schools than in the Asian schools in general. Although the curricula in Philippine schools were prescribed in general outline by the Bureau of

Private Schools, there was no routine system of checking as to whether institutions were complying with the requirements. The prescribed curricula were developed in 1958 and have not been updated. The completed questionnaires showed there was great deviation of programs among the surveyed schools. Professionally trained physical educators have seen the need to expand and improve the current curriculum. The Bureau of Private Schools allows some adaptation and, in fact, encourages leading schools to propose experimental curricular changes.

The observer noted a wide range of understanding among physical educators interviewed as to the role and importance of physical education in the total educational program. There was no regional or truly active national organization for physical educators. Thus, there was little opportunity for exchange of ideas and professional growth. Much of the opportunity for professional growth was centralized in Manila.

The investigator found that the colleges and universities were offering little that would classify as being indigenously Filipino in their physical education programs. As in the case of the other Asian-universities, most of the activities had come from abroad. The inclusion of Filipino folk dances was the notable exception and physical education must be credited as making a major contribution to the preservation of these artistic dances. C.P.U. and F.E.U. were teaching Filipino games of low organization to elementary

education majors. Unfortunately, the observation made by Padre Chirino in the sixteenth century that all Filipinas could swim was found no longer to be true. Very few Filipinas were able to swim and only one of the six schools surveyed was teaching swimming to all its students.

At least four of the six institutions included students from other Asian countries in their enrollment. One institution, F.E.U., used these students as resource persons for their foreign folk dance classes. The observer saw this practice as an opportunity to foster international understanding and appreciation of each other's countries, as well as to enrich the physical education program.

III. THE SILLIMAN UNIVERSITY PROGRAM IN RELATION TO THE QUESTIONNAIRE

All women students at Silliman University are required to take physical education during two fifty-five periods each week for four semesters. Grades are given on the same basis as in academic courses and students received one unit of credit per semester.

All physical education for female students is taught by women. Occasionally, the men teachers assist in large swimming classes. All the teachers have professional preparation although none has a graduate degree. Teachers do some counseling and make referrals to the student counseling office.

Evaluation of students is based upon degree of improvement, habits, physical skills, attitudes, and sportsmanship. Attendance is not a major factor in grading because absences are minimal.

All female students take the same required courses. Those in varsity sports are excused from regular class attendance during the season of their sport. None of the classes are co-educational. Students with physical disabilities attend their regular class and participate in activities within their capabilities. At times they are given special projects.

Curricular offerings included movement fundamentals (marching); calisthenics are given for body conditioning and figure control; swimming is offered for short periods during three semesters; team sports include softball, volleyball, and basketball.

For three semesters, students participate in pentathlon events including the eighty-yard dash, standing broad jump, modified pull-ups, sit-ups and shuttle runs. Records of students' performances are kept but there is no attempt to compare or evaluate these records.

Gymnastics with apparatus are not offered because of a lack of equipment and of trained personnel.

Rhythms center around Filipino folk dances and foreign folk dances. Foreign dances include dances from European countries, United States, Mexico and other parts of Asia. No modern or social dancing is taught.

The final semester of the two-year program is devoted to individual and dual sports such as badminton, tenpins, shuffle-board, deck tennis and table tennis. Students who own tennis racquets are given beginning instruction in tennis. At one time, roller skating was included in the curriculum.

CHAPTER IV

EVALUATION OF THE SILLIMAN UNIVERSITY

PHYSICAL EDUCATION PROGRAM

The evaluation and the recommendations made here for changes in the Silliman University physical education program for women were based on the findings of the measuring criteria from the completed questionnaires from Philippine and other Asian universities and colleges. Recommendations were made in the four areas as developed in the measuring criteria, philosophy and objectives, administration, program and evaluation.

I. PHILOSOPHY AND OBJECTIVES

The investigator suggests that the administrator and teaching faculty review annually the philosophy and objectives. A yearly reexamination would serve to emphasize the role and purposes of physical education within the total education program. In addition to an annual review, it would be helpful to secure statements of philosophy and objectives from other Philippine universities in order to gain fresh insights.

The objectives from the measuring criteria are quite general in nature, and perhaps, thought should be given to adapt them to the Filipino educational and cultural environment. Thought should be given to traditional traits of the

Filipina, the rapidly changing society, and the demands of modern day life. The heritage, environment, and social structure in which the Filipina lives should all be given due consideration, as should the wishes of the Filipino parents and educators.

This study was limited in its scope to basic instructional programs but the observer suggests that the faculty should consider the place of the intramural and intercollegiate athletic programs in the philosophy, aims and objectives of physical education at Silliman University.

II. ADMINISTRATION

The administrator of the physical education instructional program is also directly responsible for the university athletic program, the physical education majors program, and selects the director of the intramural program for each year. The administrator and faculty together determine curricular changes, class offerings, equipment needs, departmental regulations, and arrangement of class sections within the university regulations. Demands are heavy on the administrator's time and much of the planning of the women's physical education program is delegated to the teachers concerned.

The gymnasium is used jointly by the men and women in both high school and college programs. The men's classes are conducted outdoors or in classrooms as much as possible

but during inclement weather their classes are held in the gymnasium. Attempts are made to schedule high school and college classes at different times. College classes for men and women are scheduled simultaneously: e.g. physical education (PE) 2, section B includes two classes, one of women and one of men, meeting in different areas at the same time. Although this system results in problems in scheduling, space and equipment, it would facilitate a co-educational program.

One of the most obvious problems confronting the department is the large number of students in each class. The university standards could not be maintained in regard to size of classes. The administrator and faculty are aware that overly large classes contribute to less effective teaching. Continual efforts should be made to reduce the number of students per class and to increase teaching faculty to bring physical education to be equal with the rest of the academic program of the university. A satisfactory maximum class for effective teaching would be forty students, with the optimum size of twenty-five to thirty. At the time of the study, some of the classes numbered seventy-five students. Smaller numbers of students in classes and increased faculty would allow the teachers to have more personal interest in their students and give more individualized instruction. An increase in the faculty would promote cross-fertilization of ideas, different approaches, and greater flexibility in the overall program.

The observer recommends that there be more coordination between the student medical director and the physical education department in the area of medical exemptions. It was observed that at times those students who had total medical exemption from required physical activities would participate wholeheartedly in particular activities which appealed to them. This would suggest that for some students a medical exemption might be an escape. It would be wise for the physician and faculty to discuss activities for use during the menstrual period and to consult research in this area. Traditionally, the practice has been to excuse menstruating students from any kind of activity. Thought should also be given to the length of convalescent period following minor illnesses and operations. The optimum plan for handling physical disabilities would be for the student health director and teacher involved to confer directly in regard to particular students.

The observer recommends that students should be allowed to substitute a varsity sport for only one semester of physical education classes each year. At the time of the study, some students had substituted the same varsity sport for all four semesters of basic physical education. Although students in varsity sports developed a high degree of proficiency in particular sports, it is desirable that they also be exposed to other phases of the physical education program. These students would achieve a better balanced physical program and

would have more carry over skills that would bring them satisfaction later in life.

The investigator suggests that individual student records be kept in the physical education office. These records could be used to study the rate of student achievement and progression. A comparison of performances from year to year would be useful in evaluating the total instructional program.

The academic attainments of the faculty members are not equivalent to those of teachers in other departments of the university. Opportunities for graduate study within the country are extremely limited. The National College of Physical Education is offering a graduate degree but most of the instructors teaching there do not have an advanced degree. At times, specialists from other countries are brought in to teach courses in their areas of specialization. It is strongly recommended that the physical education faculty be given the opportunity for advanced study; suggested places would be Japan, Thailand, New Zealand, and Australia. Since the administration does not plan to allow the present faculty to engage in graduate studies, it is suggested that all future faculty employed possess a graduate degree in physical education.

Some of the methods of teaching and evaluation are not as up-to-date as they should be. The available resources could have been better utilized to gain new ideas and

techniques. The university library subscribes to several professional periodicals and has a fairly adequate collection of physical education books, based upon Filipino standards. The collection numbered approximately 190 titles. Little in-service education has been undertaken to stimulate professional growth. Some of the faculty have attended professional meetings in Manila and some international meetings. Information gained at these could have been profitably shared with other members of the department. Some of the faculty members have special skills which could have been shared in workshops. Heavy work schedules and long coaching hours limits the amount of time the faculty has for such in-service programs.

Silliman University has been the commonly accepted leader in physical education in the province and could give further leadership in special workshops and seminars. Preparations for such meetings would serve to stimulate professional growth of the faculty.

A professional organization of physical educators is needed in the province. It would do much to promote exchange of ideas and to revitalize faculty members while informing and interpreting to the community the significance of physical education. Many physical education teachers in colleges in Dumaguete City as well as in primary and secondary schools throughout the province have expressed a desire that such a professional organization be

formed. Several years prior to this study, there had been an association of physical educators in Dumaguete City but at the time of the study it was inactive. At present there is an association of physical educators in the Manila area but this has not been expanded to the provinces. The organization in Manila should be requested to assist in the organization of a provincial physical education group.

The Bureau of Education has recently (June, 1967) proposed a reorganization of the national athletic program.¹ Previously, the private and public schools have been functioning independently of each other. In the proposed program, both groups would be combined. The observer suggests that at the first athletic meet physical educators from both the private schools and public schools should be brought together and a national professional group be formed. A highly proficient professional group could then serve to bring specialists from universities in Manila and the College of Physical Education to stimulate and assist local programs. This would help to bring the capabilities of more highly trained specialists to the province in which Silliman University is located.

The department had no organized research program. The departmental administrator has done some intensive study in his area of specialization but the teachers in the women's

¹ Manila Bulletin, June 1, 1967, p. 11.

program have not done any research. There had been discussion among the faculty members as to types of research that would be beneficial to the department's program, but none of the teachers has sufficient training in research methods and techniques to feel confident in proposing actual projects. The heavy teaching loads and class sizes were a deterrent to carrying on research. Research in physical education in the Philippines is a relatively new concept, and Silliman University, although encouraging research, was so limited in the scope of its total research effort that it offered little assistance to pioneering in this area. The writer recommends that teaching loads be lightened and encouragement be given to teachers to do research in physical education. There are many unexplored areas of theory and application that could yield helpful information for the improvement of physical education program, the performance of Filipinos in athletic events, and the general physical health of people in the Philippines.

III. PROGRAM

Although the Silliman University physical education program provides instruction for all students, it needs to be improved to better meet their individual needs. The investigator suggests that students entering the program be given skill tests, thorough posture checks, and individual conferences be arranged between teachers and students.

Questionnaires should be developed to determine previous physical education experiences. The use of skill tests would be useful in determining which students need special help and which could be expected to give better than average performances. Students should then be placed in classes according to capabilities and previous achievements.

It is recommended that, following placement of students, there should be an intensive orientation to the physical education program, its aims and objectives. A handbook or syllabus containing this information plus departmental rules and regulations, rules for various sports and the university intramural and intercollegiate athletic programs should be given to all incoming students. This would assist in the orientation program, would be a source for periodic referral and would give added emphasis to physical education. Unfortunately, many of the freshmen students enter Silliman University with only limited comprehension of spoken English, the language of instruction. Because of this, the writer believes that the understanding of the purposes and plan of the physical education program would be increased if it was in printed form.

The investigator developed the following curriculum for basic physical education for women at Silliman University. The program is based upon information gained from other universities, the evaluating criteria, the curriculum at the time of the study (1968), consultation with other teachers,

and seven years teaching experience at Silliman University.

PHYSICAL EDUCATION 1

Each period is fifty-five minutes in length and there are two periods per week.

Orientation to physical education	2 weeks
Placement of students	2 weeks
Questionnaire of physical education experience, skill tests and posture check would be used.	
Body mechanics, movement fundamentals, and conditioning	2 weeks
Personal health habits	1 week
Self-testing events	2 weeks
80 yard dash, pull-ups, push-ups (modified), standing broad jump, and shuttle run.	
Swimming	9 weeks
Beginning	
Requirements for passing is fifty points out of a possible seventy-five points	
Floating for one minute	10 points
Swim-arms only five meters	10 points
Swim-legs only five meters	10 points
Tread water for one minute	15 points
Swim for ten meters	<u>30 points</u>
	75 points

Students passing would receive a certificate. Those who were proficient in swimming and could pass at beginning of course would enter intermediate swimming class.

Intermediate

Requirements for passing is fifty points out of a possible seventy-five points	
Swim-back stroke - 25 meters	15 points
Swim-breast stroke-25 meters	15 points
Surface dive	10 points
Tread water for two minutes	10 points
Swim-free style - 50 meters	<u>25 points</u>
	75 points

Students passing would receive a certificate. They would be eligible to go into advanced swimming the next year. A system of team teaching would make the teaching of two groups of swimmers within the same period, one beginners, other intermediate.

PHYSICAL EDUCATION 2

Volleyball

5 weeks

Students with playing experience would preferably be grouped into one section. Instruction would include playing rules, and serving and volleying leading into actual playing of the game. Students would be required to pass a serving test, those with previous experience also a volleyball test, and all a knowledge test.

Filipino folk dance

8 weeks

This class would be do-educational. Instruction would begin with the basic dance steps, progressing from simple to the more advanced dances. Evaluation would be based on knowledge and dancing skill.

Basketball

5 weeks

Few students had had any previous playing experience so instruction would cover fundamentals of ball handling and instruction in playing rules. Lead-up games and drills would be used and if time permitted actual playing. All would be required to pass a knowledge test and a dribbling test.

Students majoring in Bachelor of Science in Elementary Education would be grouped together. They would be taught the same activities but would be given more lead-up games, and simple folk dances that could be used in elementary education.

PHYSICAL EDUCATION 21

This semester of physical education would be elective except for students in the Bachelor of Science in Elementary Education. All courses in the elective program this semester would begin with one week instruction in community health and one week of instruction on the playing rules of soccer. Soccer would be taught so that students might become more knowledgeable spectators.

Bachelor of Science in Elementary Education Section
This group would study softball fundamentals and lead-up games. Following that they would learn simple foreign folk dances. The last six weeks would be devoted to creative dramatized rhythms.

ELECTIVE COURSES

Softball, Badminton, and Table Tennis

Tumbling and stunts and Modern Dance

Volleyball, Tennis, and Roller Skating

Self-defense (arnis and judo) and Asian folk dance
(Co-educational)

Advanced swimming and social dancing (Co-educational)

The number of sections of each of the electives would have to be adjusted to the number of students enrolled and to their choices. The co-educational courses are arranged so that one part could be taught by the men instructors (e.g. self-defense and swimming) and the other part by the women. The courses in which both outdoor and indoor activities would be going on simultaneously student assistants could be used in officiating.

Evaluation of students would be based on knowledge, physical skill, degree of improvement, and attitudes. Each teacher would develop standards of achievement in relation to potentials of students.

PHYSICAL EDUCATION 22

All courses this semester would be electives. The Bachelor of Science in Elementary Education would again be grouped separately. All courses would begin with one week of community health instruction and end with two weeks of self-testing.

Bachelor of Science in Elementary Education Section
This group would learn simple gymnastics, stunts, and tumbling adjusted to the ability of elementary children. The balance of the semester (12 weeks) would be used to learn games of low organization, especially Filipino children's games. As the students would learn new games they would be given opportunity to teach the games to their fellow students.

Basketball and Softball

Tumbling, Stunts, and Modern Dance

Tennis (Paddle and Lawn) and Advanced Filipino folk dancing (Co-educational)

International folk dancing, Shuffleboard, and Table Tennis (Co-educational)

Social recreation, Badminton, and Table Tennis (Co-educational)

Deck Tennis, Bowling, Shuffleboard, and Table Tennis (Co-Educational)

Tennis (Paddle and Lawn) Badminton, Table Tennis, and Roller Skating (Co-educational)

Outdoor activities (Hiking, Mountain climbing, Campcraft, Boating, and Water Games (Co-educational)

The activities were carefully grouped to allow for maximum use of indoor and outdoor facilities. The instructor would develop his evaluation similar to that suggested for the Physical Education 21 elective courses. Some of the courses would involve a team teaching arrangement as in the previous semester. The number of sections of each would depend upon selection of students.

Much emphasis in proposed curriculum was placed on activities that would be useful for after college life. The development of leisure time skills and knowledge of life-time sports should receive high priority in the physical education curriculum.

Work students under the varsity athletic scholarship program should be assigned as teacher's assistants. Some of these could assist and officiate in their particular sport. Students assigned to this task should be given instructions and officials tests in the sports in which they would be assisting. The writer does not suggest the students take the place of teachers but act as assistants in preparing facilities and equipment, aid in skill testing, and other routine matters.

In the proposed curriculum, students would be required to choose from two different areas of training each semester: (1) rhythms, aquatics, individual and dual sports, or (2) team sports. Each student would have her plan of elective courses approved by a teacher in the department. Complete individual student records would be kept in the department; these should include self-testing results, courses, and grades earned.

IV. TECHNIQUES OF EVALUATION

The observer recommends that the physical education department undertake a thorough study of up-to-date methods of evaluation. A study of research journals and recent

textbooks in the area of evaluation would be helpful in developing new techniques and instruments for testing. Information gained could be shared in a series of faculty meetings. The desirable outcome of such a plan would be more uniform and better evaluation of students.

Testing should cover four main areas; knowledge tests, tests of the intangibles (understandings, attitudes, beliefs, and appreciation), activity skill tests, and tests of organic fitness. In some of these areas standardized tests could be used, others a rating scale is suggested, and still others a teacher-made test would be the most effective. In developing criteria of evaluation, all the formulated objectives should be recalled and weighed according to the emphasis placed upon each particular phase of the course.

At the beginning of each course, there should be a measurement of each student's status in relationship to her group so that the teacher can ascertain which students need more guidance. Evaluation of progress should be continuous throughout the course. It is suggested that objective measurements be used whenever possible.

It is strongly recommended that students and faculty participate in evaluating each student's accomplishments and learning as well as each teachers' effectiveness and course content. By nature, Filipino students do not discuss together their teachers, the methods and techniques they are using, or the content of their course.

If students were invited to participate in evaluation, they would have to be taught to be analytical, to openly make suggestions, and not to be afraid of offending their teachers. This could be achieved by extremely careful planning and trial and error before final methods are adapted.

The writer recommends that near the end of each school year the administrator and faculty evaluate the strengths and weaknesses of the year's program. Problems and successes could be mutually shared. Plans could be developed for the following year in sufficient time to be adequately implemented. As the teachers would plan together, the programs would be improved and there would be greater "esprit de corps" among the faculty.

CHAPTER V

SUMMARY AND RECOMMENDATIONS FOR FURTHER STUDY

I. SUMMARY

The purpose of this study was the evaluation of the Silliman University women's physical education program. The investigator used both Philippine and American resources to assess the needs of the Filipino women students. Physical education programs for women in various colleges and universities were analyzed. Study was made of current philosophy, aims and objectives, and curricula in physical education.

The curriculum outline prescribed by the Bureau of Private Schools, the regulating entity, was examined. Structured interviews, questionnaires, and personal conversations were used to gain information and to investigate concepts regarding physical education in Philippine and Asian schools. The writer also attended the Asian Physical Education Congress in Bangkok, Thailand in December, 1966.

The measuring criteria selected were those developed by the Washington Conference on Physical Education for College Men and Women for use in appraising instructional physical education programs in college and universities. The results of the interviews, correspondence, and the measuring instrument were considered in the evaluation and

were incorporated in the recommendations for the Silliman University women's physical education program.

The recommendations for the program were submitted to the administrator of the physical education program. A copy was also provided the university administration.

II. RECOMMENDATIONS FOR FURTHER STUDY

The investigator has observed the need for an intensive study of Philippine and Asian games. An interesting research problem would be to test the adaptability of some of these for use in physical education on the collegiate level. The compilation and comparison of selected Philippine and Asian games would provide valuable information to physical educators as well as to sociologists and anthropologists.

Two areas of proposed study would benefit the Silliman University program. A questionnaire for incoming students would help to determine the extend of their previous physical education experience. A study is needed among Silliman University graduates of the past years to determine the usefulness of their physical education fraining in their post-college life. Information gained from this study would also be useful in analyzing leisure time activities of college graduates.

Finally, a handbook or syllabus is needed for use in the physical education program. This should contain

an introduction to the Silliman University program, the departmental regulations, a history of Philippine sports, and playing rules for intramural team sports.

Included in the appendix are the measuring instrument, the questionnaires used, and the prescribed curriculum outline of the Bureau of Private Schools.

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APPENDIX

APPENDIX A

BUREAU OF PRIVATE SCHOOLS PHYSICAL EDUCATION REQUIREMENTS

Time Allotment

Elementary grades:

Primary - Grades I to IV - 20 minutes daily
Intermediate - Grades V & VI - 30 minutes daily

Secondary: 40 minutes daily

Girls - 1st to 4th year - 3 days - Physical Education
Boys - 1st & 2nd year - 2 days - Health Education
Boys - 3rd & 4th year - 2 days - Physical Education
2 days - Pre-Military Training
1 day - Health Education

College: 36 hours per semester or quarter during two years
4 semesters or quarters

2 days per week (semestral) 1 hour a day
3 days per week (quarterly) 1 hour a day

In schools where there are registered boy or girl scout groups under registered scoutmasters, one of the periods of Physical Education within the week may be devoted to scouting activities.

SUGGESTED ACTIVITIES FOR BASIC OR SERVICE PHYSICAL EDUCATION IN COLLEGE

Physical Education 1

(one unit)

2 days per week (semestral) 1 hour a day
3 days per week (quarterly) 1 hour a day

Women

Gymnastics
Danish
Natural (Rhythmic)
Tumbling
Stunts
Pyramids
Light Apparatus
Balance Beams
Group Games

Men

Gymnastics
Light Apparatus
Stunts
Tumbling
Pyramids
Group Games

Physical Education 2

(one unit)

2 days per week (semestral) 1 hour a day
3 days per week (quarterly) 1 hour a day

Women

Rhythmics
Folk Dancing (Phil.,
Foreign)
Character Dancing
Tap Dancing
Square Dancing
Swimming (beginners)

Men

Lead-up Games
Rhythmics
 Square Dancing
 Folk Dancing
Swimming (beginners)

Physical Education 3

(one unit)

2 days per week (semestral) 1 hour a day
3 days per week (quarterly) 1 hour a day

Women

- Individual Sports
 - Tennis
 - Archery
 - Badminton
 - Table Tennis (Pingpong)
 - Quoits
 - Track and Field
- Rhythmic
 - Social Dances & Mixers
 - Folk Dances
- Swimming (Intermediate)

Men

Individual Sports

- Tennis
- Archery
- Badminton
- Table Tennis
- Quoits
- Track and Field

Rhythmics

- Social Dances & Mixers
- Folk Dances

Swimming (Intermediate)

Physical Education 4

(one unit)

2 days per week (semestral) 1 hour a day
3 days per week (quarterly) 1 hour a day

Women

Team Sports
Basketball
Softball
Volleyball
Swimming (advanced)
Life Saving
Diving
Camping

Men

- Combative Sports
 - Boxing
 - Wrestling
 - Fencing
- Team Sports
 - Basketball
 - Softball
 - Volleyball
 - Soccer
- Swimming (advanced)
- Life Saving
- Diving
- Camping

Note:

Activities for Physical Education 3 and 4 are elective, that is students should be allowed to select their own activities.

SILLIMAN UNIVERSITY BASIC PHYSICAL EDUCATION

COURSE FOR COLLEGE WOMEN

(1 Unit - 1 Hour Period - 2 Times a Week)

F R E S H M E N

PE 1 (1st Semester)

1.	Orientation	3 weeks
2.	Volleyball	4 weeks
3.	Pentathlon	5 weeks
	a. 100 Yard Dash	
	b. Running Broad Jump	
	c. Baseball Throw	
	d. Squat Thrust	
	e. Chinning	
4.	Swimming (Beginner Course)	4 weeks
5.	Personal Hygiene	1 week
6.	Examination	<u>1 week</u>
	Total	18 weeks

PE 2 (2nd Semester)

1.	Native Folk Dance	6 weeks
2.	Basketball	4 weeks
3.	Pentathlon	3 weeks
	a. 100 Yard Dash	
	b. Running Broad Jump	
	c. Baseball Throw	
	d. Squat Thrust	
	e. Chinning	
4.	Swimming (Intermediate Course)	3 weeks
5.	Personal Hygiene	1 week
6.	Examination	<u>1 week</u>
	Total	18 weeks

S O P H O M O R E S

PE 21 (1st Semester)

1.	Foreign Folk Dance	7 weeks
2.	Pentathlon	3 weeks
	a. 100 Yard Dash	
	b. Running Broad Jump	
	c. Baseball Throw	
	d. Squat Thrust	
	e. Chinning	
3.	Aquatic Games	2 weeks
4.	Softball	4 weeks
5.	Community Hygiene	1 week
6.	Examination	1 week
	Total	18 weeks

PE 22 (2nd Semester)

1.	Recreational Games	14 weeks
	a. Badminton	
	b. Deck Tennis	
	c. Shuffleboard	
	d. Table Tennis	
	e. Tenpins	
	f. Croquet (Optional)	
	g. Skating (Optional)	
	h. Tennis (Optional)	
2.	Pentathlon	3 weeks
	a. 100 Yard Dash	
	b. Running Broad Jump	
	c. Baseball Throw	
	d. Squat Thrust	
	e. Chinning	
3.	Examination	1 week
	Total	18 weeks

CRITERIA FOR APPRAISAL OF INSTRUCTIONAL PROGRAMS OF
PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

This checklist synthesizes the recommendations made by the Washington Conference concerning principles underlying desirable policies and practices in instructional programs of physical education for college men and women. It is designed as a convenient tool for program appraisal to be used by administrative and faculty personnel in departments of physical education in appropriate institutions of higher education. In using this instrument, each item should be discussed fully and consensus reached concerning the extent to which the principle is operative within the departmental structure of policies and practices. No objective standards have been established for determining an over-all categorical rating for any department. The values accruing from the use of the checklist come from the subjective evaluation of departmental policies and practices as they relate to the instructional program.

To what extent are the following general principles operative within the departmental structure of policies and practices as they relate to the instructional program of physical education? Each question was answered as follows: completely met (5), met to a good degree (4), to a moderate degree (3), very little (2), and not at all (1).

PHILOSOPHY AND OBJECTIVES

1. The educational philosophy of the department has been formulated in writing and is subscribed to wholeheartedly by the instructional staff.
2. The departmental philosophy is in harmony with the over-all educational philosophy of the college or university as stated in the appropriate publications of the institution.
3. The major objectives of the instructional program have been formulated in writing, and these specific objectives are compatible with the over-all educational philosophy of the department and the institution.
4. The major objectives of the instructional program cover the potential contributions of physical education in the areas of:
 - a. Effective movement
 - b. Skill in specific activities
 - c. Physiological function
 - d. Human relations
 - e. Knowledges, insights, understandings

ADMINISTRATION

5. In the development and conduct of the programs of physical education the administrator is committed to action through a democratic process which includes both faculty and students.
6. The department is guided by a sound philosophy of physical education. A concerted attempt is made to interpret a broad concept of physical education to faculty, students, administration and community.
7. The administrator gives consideration to the problems of men and women in regard to policy, budget, use of facilities, equipment, scheduling of classes, intramural programs and makes provision for instruction in co-educational activities.

To what extent are the following general principles operative within the departmental structure of policies and practices as they relate to the instructional program of physical education?

8. The standards in the institution relating to staff qualifications, teaching load, size of classes, retirement, academic rank and salaries apply equally to staff members in the physical education department.
9. The department promotes continuous in-service education to stimulate professional growth and improved service to students.
10. The basic instructional program is co-ordinated with other areas. (Intramural athletics, intercollegiate athletics, teacher education, etc.)
11. The source of financial support for the physical education program is the same as that for all other instructional areas of the institution.
12. Instruction in physical education, properly adapted, is required of all students throughout their undergraduate college careers.
13. All entering students are given a thorough physical and medical examination by home or staff physical prior to participation in the physical education program. (Followed by periodic examinations).
14. Exemption from participation in the physical education program for medical reasons is predicated upon the carefully co-ordinated judgment of the medical and physical education staff.
15. Students are permitted to substitute freshman and varsity sports in season, using the same intercollegiate sport only once during the year, for the purpose of meeting their physical education requirement, but return at the end of their sport season.
16. It is the policy of the department not to accept veteran experiences, military drill, R.O.T.C., band and other extracurricular participation for the required instructional program of physical education.
17. Credit and quality of grade point value is granted on the same basis as any other area in the educational program.
18. Facilities and equipment are adequate with respect to quality and quantity.
19. Guidance and counseling of students is an integral part of the physical education program.

20. Adequate supervision is provided for teaching done by graduate students and teaching fellows.
21. Comprehensive and accessible records are maintained to indicate student accomplishments within the program.
22. The department of physical education conducts program or organized research.

PROGRAM

23. The program provides instruction in activities for every student.
24. The program provides for orientation of each student with regard to purposes, policies, and opportunities in physical education. (This may be accomplished by orientation week programs, medical and health examinations, courses, group and individual conferences, handbooks and printed material, and demonstrations.

To what extent are the following general principles operative within the departmental structure of policies and practices as they relate to the instructional program of physical education?

25. The program offerings are well rounded, including body mechanics, swimming, team games, rhythms, individual and dual activities, with basic requirements for each student set up according to his needs.
26. The program provides specific counseling and guidance (planned and incidental, group and individual) on a very definite pattern with appropriate referrals to other campus agencies (student health, counseling bureau, etc.)
27. The activities selected make full use of accessible community facilities.
28. The activities selected make full use of local geography and climate.
29. The program provides opportunities through coeducational classes for teaching men and women to develop skills and to enjoy together those activities which bring life-long leisure time satisfactions.

30. The activities selected offer opportunities for creative expression and for the development of personal resources.
31. The program provides instruction for efficient body movement in physical education and daily living.
32. The activities selected promote healthful functioning of organs and systems of the body within the limits of present physical conditions.
33. Some of the activities selected encourage all students to develop relaxation skills and to understand their importance; and provide specific opportunities for relaxation and rest where such is indicated.
34. The physical education instruction program provides a means of introducing students to the activities of the intramural program, and encourages them to participate in it.
35. The physical education instruction program introduces students, and encourages their participation in, the **various** recreational activities of the campus and community.
36. The physical education instruction program is integrated with other college programs and services concerned with health education.
37. Teaching methods provide progressive learning experiences through which each student derives the satisfaction in achievement which is essential for continued participation after college.

EVALUATION

38. The philosophy and objectives of a department are reviewed and re-evaluated periodically.

To what extent are the following general principles operative within the departmental structure of policies and practices as they relate to the instructional program of physical education?

39. All the objectives, viz., skill, knowledge, attitudes, habits, etc., are included in
 - (a) the evaluation of the program
 - (b) the final rating (or grade) given a student.The objectives are weighted according to the emphasis given in each course.
40. Selection and use of evaluation techniques are cooperatively planned within the department.
41. Evaluative measures are selected in the light of probable psychological and physiological reactions and result in stimulation of faculty and student interest and enthusiasm.
42. Evaluation of student status and progress are determined at the beginning during and at the termination of the course.
43. Evaluative procedures are used to determine strengths and weaknesses of individual students and class groups and lead to guidance and help for the individual student.
44. Evaluative procedures are employed to determine strengths and weaknesses of the program
 - (a) for the college student
 - (b) for post-college life.
45. Evaluative measures are employed if the results are to be used in some way.
46. Objective measurement is used whenever possible.
47. If the objective measurement is not possible, subjective judgment is used for purposes of appraisal.
48. Teachers are familiar with the best available evaluation techniques and use research findings in so far as possible.
49. All students and faculty in a course participate in the evaluation of student accomplishments and learning, teaching effectiveness and course content.

QUESTIONNAIRE USED IN SELECTED PHILIPPINE
AND ASIAN INSTITUTIONS

Name of Institution

Name of Correspondent

please underline correct answer.

1. Physical education (a) is (b) is not required of all women students.
2. If required, the students take physical education for (a) 1 (b) 2 (c) 3 (d) 4 times weekly for (a) 1 (b) 2 (c) 4 years.
3. Classes are (a) 30 (b) 40 (c) 50 (d) 60 minutes in length.
4. Credit and grade point (a) are (b) are not granted on the same basis as any other area in the education program.
5. Students receive (a) 1 (b) 2 (c) 3 units (hours) of credit per semester.
6. Physical education is taught by (a) women (b) men (c) both men and women.
7. Teachers (a) have (b) have not had a professional preparation.
8. Classes (a) are (b) are not (c) are in some activities co-educational.
9. The physical education program (a) includes (b) does not include a specific program of counseling and guidance.

10. Evaluation (grading) includes which of the following:

- (a) physical skill
- (b) knowledge of activities
- (c) attitudes
- (d) habits
- (e) degree of improvement
- (f) attendance
- (g) sportsmanship
- (h) list others

11. Students with medical exemptions from regular physical activities are

- (a) excused from attending class
- (b) attend class and are used in checking roll, keeping score, etc.
- (c) are assigned to related activities, e.g. writing a paper on a particular game or sport.
- (d) are assigned to a special class where adaptive physical education is given.

12. Students

- (a) all take the same basic course
- (b) are grouped in sections according to their major course of study
- (c) all take the same basic course and then electives the following years
- (d) are required to take activities in several different areas, e.g. rhythms, team sports, individual sports, or aquatics but can select specific activities within these areas
- (e) can elect activities for the entire physical education program

13. Program offerings include which of the following:
Please check those included.

Body mechanics

Body conditioning and figure control

Movement fundamentals

Athletics (track and field)

Tumbling and stunts

Gymnastics with apparatus

Aquatics

Swimming
 Diving
 Water safety
 Life saving

Team Sports

Softball
 Volleyball
 Basketball
 Soccer
 list others

Individual and dual sports

Badminton
 Lawn tennis
 Table tennis
 Bowling
 Golf
 Archery
 Skating
 List others

Rhythms

National folk dance
 European folk dance
 Asian folk dance
 African folk dance
 American folk dance
 Interpretative dance
 Modern dance
 Modern social dances
 Ballet
 Tap dance
 National classic dance

Outdoor activities

Hiking
 Camping
 Mountain climbing
 Boating

Coeducational activities
list

Games from your own country included in your curriculum.
 Please list below.

Games from other Asian countries included in your
 curriculum. Please list below.

Please list any other phases of curriculum not included
 in the above.